Library Advocacy Now! A Training Program For Public Library Staff and Trustees

Library Advocacy Now!
For the Future of Canada's Libraries

Mission

- To champion advocacy for libraries throughout Canada.

Goals

- To ensure universal access to information and to empower information professionals and trustees.

- To advance libraries and information professionals to the top of the political agenda.

- To plan, implement and promote a national program to train library advocates.

- To mobilize information professionals, library users, opinion leaders, trustees and other people to speak out on behalf of libraries and their crucial role in the information society.

- To ensure that there is a positive public perception of the role of libraries and their value to society.

- To provide a forum for people to work in library advocacy.

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1.   **Answering your questions about Advocacy.**

What is all this advocacy stuff anyway?

The advocacy material that you will find on this website comes from a variety of sources, but most particularly the Canadian Library Association's Library Advocacy Now! (LAN) Training programme that has been offered at conferences and in institutions across the country since 1996.

Is advocacy something I need to do?

The basic premise of the training programme and of the material you are about to use is that there is a role in advocacy for *everyone*. One of the challenges in delivering and sustaining the LAN programme is that there is still a perception in the library community that advocacy is good and necessary but is for "someone other than me" to do.

The critical role of trustees
The advocacy role played by library trustees is obvious and of paramount importance to public library funding and political positioning. In fact, the American Library Trustee Association (ALTA) has changed its name to the Association of Library Trustees and Advocates. This recognizes the increasingly strategic role that trustees, members of the public and library users have to play in the future and survival of public libraries.

The role of librarians and library staff
But advocacy is much more than lobbying for funding and political support.

- As a librarian in a public library who has children in school, *you* will want to be an advocate for excellent school library service.

- As a person who works in a campus library, *you* will naturally be concerned when your neighbourhood branch of the public library is scheduled for closure.

- There is nothing about working in a library that disenfranchises you!

Even publishers, writers, editors, Internet providers – anyone -- should recognize that in their roles as parents and taxpayers there is no self-interest: they have a right and (and a responsibility) to speak up for libraries.

A compelling argument for speaking out
In the hope that every one who works in, volunteers for, or just plain loves libraries will speak up and speak out, consider the following from Dr. David Thomas:

It is ethical to protect and defend the organization against destructive influences (such as outside forces or internal decision-making practices). It is unethical to remain silent in the face of perceived threats to the organizations' survival.[1]

What is advocacy?

Over the past three decades, there has been a great deal of confusion and mis-information in the library community regarding the terms public relations, marketing and advocacy in that they have frequently been used interchangeably. It is therefore useful to examine the other two terms, before defining advocacy, in order to clear up any misconceptions.

Public Relations
Public relations communicates "this is who we are, this is what we do, for whom and when".

It includes the activities by which organizations establish and maintain communication between themselves and their various publics.

Telling our story
It involves telling the library story in a way that the message reaches the target audiences. For example, our annual reports, informational brochures, our bookmarks and newsletters, our posters and signage are all public relations tools designed to get a message across. Similarly, if we write a news release, hold a storytelling programme or make a budget presentation to Council, we are promoting what we do.

Public relations tools
The tools of public relations are many and include those already mentioned plus such activities as calling a news conference, doing a media interview, lobbying a politician, or dressing up as a bookworm and entering a parade!

Disadvantage of public relations
The problem with public relations on its own is that it tends to be library-centric. It concentrates on what it is the library needs to say without any real requirement to consider what the target audience needs or wants to hear.

Public relations, the way most libraries handle it, seldom demonstrates two-way communication.

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1   Thomas, David L. *The Ethics of Choice Handbook,* [EOC],Omaha, Nebraska, 1993.

Marketing

Marketing asks "who are you, what do you want, how can I best deliver it to you, tell you about it and what price are you willing to pay?"

It is human activity directed at satisfying wants and needs through an exchange process. It has to do with finding out what people want and need, and then changing, when necessary, to meet those needs. By this definition, marketing *requires* a two-way dialogue with the target audience. That dialogue usually occurs by means of a market research or needs assessment process.

Public relations vs. marketing

A public relations activity might include posting a sign indicating the library's summer hours based on the staff's observation of slow or busy times. A marketing activity would involve posting summer hours but only after a survey of library users had determined when *they* wanted the library to be open. (The content on these posters might be identical, or very different. The point is *not to* make any assumptions about what customers think, want and need.)

Marketing tools

Marketing tools include many of the same ones as public relations (print promotion, news releases, electronic media, special events, advertising, etc.). However, these tools are selected based on the results of using such instruments as questionnaires, focus groups and secondary research such as demographic information or market trends. Promotion is thus based on understanding what will produce an appropriate response from the customer.

Advocacy

An advocate says to decision-makers, potential partners, funders, any stakeholder, "Your agenda will be greatly assisted by what we have to offer."

In fact, it's about *marketing an issue.* Advocacy is a planned, deliberate, sustained effort to raise awareness of an issue or issues. Advocacy is thus an ongoing process whereby support and understanding are built incrementally over an extended period of time.

Advocacy uses many of the tools of marketing and public relations, but it is neither solely one nor the other.

An example of advocacy at work

If we examine the issue of the rights of non-smokers, we note that it has taken several decades for public attitudes towards smoking to change.

Tools used

The advocates for this issue have used every public relations and marketing tool in the book: public meetings, news conferences, lobbying, surveys, focus groups, medical research, advertising in all media, strategic partnerships, a huge variety of print promotional material and much more.

Each effort has built on another until gradually over time, their objectives were achieved.

Champions, partners
In addition, non-smoking advocates had to find champions for their cause: in government, in health care and medical fields, in the media and in the tobacco industry itself.

Advocacy therefore also has a great deal to do with building relationships, partnerships, finding champions and collaborating with them.

When we take a marketing approach to advocating for libraries, we think first of the needs of our target audience, including those champions and partners. What's in it for them to support us?

This is a very different process from "trying to get our message across" (public relations), which addresses only the library's need to say something about itself.

Lobbying
Advocacy will often include the need to lobby. Lobbying involves interaction with decision-makers to secure specific objectives at an appropriate point in the legislative, policy-making, or budget process. It also requires a thorough knowledge of the priorities, interests, schedule and political clout of the decision-maker and his or her staff.

In promoting a cause, the advocate attempts to favourably influence the attitudes of a group or individual. A library advocate will find out the agenda of a decision-maker, and demonstrate to him or her how some activity or program of the library can advance that agenda. An advocate might take a set of facts that favourably describe the cause and then communicate them in a way that the benefits will be very clear to the decision-maker. Remember,

An advocate says to decision-makers, potential partners, funders, any stakeholder, "Your agenda will be greatly assisted by what we have to offer."

In designing an advocacy program, advocates must choose strategies that will appeal to the target group's characteristics and interests and that therefore will be effective in influencing them. They design the program so that it will have an appropriate intellectual or emotional appeal to the group.

Advocacy is:

1. *Recommending something publicly; giving a testimonial; telling a library story.*

   "All over the country, in small rural communities, and in the largest cities, librarians are beginning to see library service through the eyes of people who have experienced it and through the stories that show how a librarian or other staff member has made a difference to their lives.

Stories have an incredible power to distill human experience.

Librarians most commonly present their work in the form of statistics that show variables such as the number of volumes in the library, circulation per capita, reference questions answered (completed), programs given.

In an age where public funds are limited and governments increasingly find it necessary to lay off staff, statistics such as those most commonly used send a weak message about the centrality of library services to the viability of the community and no message at all about what librarians are able to do and how they can help assure a citizen's right to know." [2]

2. *Creating the conditions that allow an individual or group to accept and act on your recommendations, proposal or story.*

   "People pay attention to the things that they love and value." Makes sense, doesn't it?

   But every time we prepare a communication tool without regard to its potential audience and their needs, we are essentially asking people to pay attention to the things that *we* love and value.

   Is it any wonder that libraries, then, are not always perceived as central to the community as we would like?

   If we want to have people act on our behalf (support the library, use the library, speak up for the library), we have to appeal to *their* values. And in order to do that, we have to find out what those are. That means needs assessment and developing relationships.

3. *Expanding someone's consciousness.*

   When you pay for some merchandise at the cashier in The Bay, you will often be asked something like, "And did you know that we have towels on half price today?"

   Why can't we use a similar approach in public libraries, to use every moment with a customer as an opportunity to expand their awareness of what the library has to offer?

   "Did you know that we no longer require pre-registration for story hour? You can just drop in. Here's a brochure with the new schedule for story hours."

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[2] Curry, Elizabeth, **"**Your Right to Know: Librarians Make it Happen", Conference within a Conference, American Library Association, 1992.

4.	*Evoking or creating memories.*

One of the best ways to make something stick in someone's memory is to thank them! (Sadly, this is true because people so seldom remember to thank people any more.)

And what better way to thank someone than to give him or her a small gift which tastefully evokes a memory of the library!

One library director keeps on hand a supply of pins, silk ties, scarves, business card holders, trinket boxes (all with a book theme) to present to politicians, dignitaries, visiting officials and the media as a way of expressing respect and thanks. It's a small investment when you consider the following:

"Mr. Minister, that's a very fine tie you are wearing...all those different coloured books."

"Why, thank you. It was a gift from the Public Library to commemorate my cutting the ribbon at the official opening of their new Computer Training Centre. They wanted to remind me that the library was not forgetting its traditional services in-spite of the lure of new technology."

Advocacy items such as these are available from some library associations. Friends of the Library stores in many libraries sell similar products, as do bookstores such as Chapters.

Check out the following:

www.teachergifts.com
www.cla.ca
www.stopfalling.com
or Google "librarian gifts"

5.	*Confirming and promoting the identity or image of an organization.*

Many libraries now have their own promotional advertising products such as book bags and T-shirts. The effectiveness of these is measured by the sheer numbers of them. The trick, then, is to put as many book bags into the hands of users, and encourage their use for grocery shopping, for the beach, for vacation reading.

Similarly with T-shirts and other promotional items. One library encourages staff to wear library T-shirts on casual Friday. That's 300 people wearing a library message all day long: to and from work, at the bank, at the school to pick up the kids....

Imagine the power of thousands of people wearing the library logo and slogan!

Wearing such promotional items helps you gather stories. People will talk to you and perhaps tell you what new book they read. A simple bumper sticker saying "I love my library" turns into dozens of conversations about libraries.

Everyone else is doing this, why shouldn't libraries?

Check the Yellow Pages under "Promotional Products" or "Promotional Advertising" for companies that can create library mugs, T-shirts, pens, baseball hats, bags, memo pads, bumper stickers, key chains and over 250,000 other items that can effectively promote the library.

6. *Developing and/or enhancing awareness, appreciation and support.*

People love their libraries, and they love having an opportunity to express that appreciation. Every opportunity you give to users to say what they think creates part of an on-going dialogue with your community. So do regular mini-surveys, exit interviews, on-the-street interviews, focus groups. Talk to users, readers and supporters *every* opportunity you get.

In addition to getting assistance with the identification of issues, problems and gaps, the library develops (or strengthens) its consultation and involvement process by

- developing new relations with its stakeholders
- forging partnerships where appropriate
- listening to users about their needs and engages them in solving problems, making decisions and planning the future
- making plans based on actual needs rather than assumptions about needs.

You will always learn some way to improve your service, and you will be provided with a wealth of information that you can use in a variety of ways. Great stories can go to the Library Board and Council. Great quotes can go in newsletters and annual reports. Feedback (both positive and negative) can go to staff. With encouragement and some training, strong supporters can be turned into passionate advocates.

8. *An exercise in creativity and initiative.*

It is not always easy to be heard in an overcrowded marketplace. In the fierce competition for tax dollars, the library voice is sometimes goes unheard. But as the Public Awareness Committee of the New York Library Association says, "It is our task to shatter the myth that libraries are frills and that librarians should quietly accept limited resources."

Public libraries must recognize the ultimate cost of not "being heard". Increased support and awareness has accrued to libraries who decide to invest in such things as public transit or other kinds of advertising; who work consciously and conscientiously with the media; who develop high profile partnerships; who put

a very public face on what they do and position themselves in a way as not to be ignored. Libraries must take initiative and creatively design and fund the ways in which to re-position themselves for success.

9.   *An art and a science.*

There is a right way and a wrong way to be an advocate.

It is the contention of the Canadian Library Association's programme that anger and confrontation are ultimately self-destructive and are tools of last resort. All we know about communication shows us that the real message is lost in a hostile environment

Base advocacy on a genuine and obvious respect for those we seek to influence, and, perhaps more slowly, but together with those people, we *will* move forward.

10.   *Creating relationships, partnerships and coalitions.*

To advocate you first need to find out what you bring to advocacy and how, in working with others, you can define the specific values, purpose and function of the group within the larger context of the community. You need a cooperative, not competitive, mutually respectful partnership.

Numbers are still important. The more people who are perceived to have a particular opinion, the more chance there is to influence a politician, for example.

Greater numbers are only one reason to partner with like-minded people in the community. There is genuine benefit in working with other groups who share the same values. The whole is often greater the sum of its parts. The library is able to demonstrate strongly its role as a pivotal player in the life of the community.

11.   *About respecting other peoples' views, priorities and reasons for believing what they believe and doing what they do.*

Oddly enough, this is the part of advocacy training with which most people have the greatest trouble. Because so many librarians consider themselves to be victims of irrational, unfair budget cutting, their attitudes towards those who had to make those decisions is often not one of respect but anger. They feel betrayed.

What advocates in these circumstances need to do is spend less time thinking about the impact of all this on themselves, and more time thinking about the environment in which the decision-maker is working. We must try to understand the larger context of these decisions and not think or act out on a personal level.

It is only on the "higher ground" that we will be able to communicate effectively with those who make decisions about our future. We do not want to burn our bridges to the future by indulging in self-serving, self-important "whining".

Should our real concern be with the daily impact of a current decision, or should we be focusing on the sustainability of libraries over the few decades? Which message, the one about "me and my budget", or the one about the "needs of the citizens of this community to have equitable access in order to make informed decisions contributing to better democracy" is likely to have the greatest impact on a decision-maker?

We must learn to craft our messages so that they make sense to the decision-maker, fit into his or her agenda and move society, not just the library, forward.

This means we must learn genuine respect for the role of decision-makers, the challenges facing them on a daily basis, their own needs, priorities and ambitions for society. When we appeal to them on that level, they are much more likely to listen and act.

12. *A responsibility of leaders.*

Trustees, publishers, writers, archivists, records managers, librarians and library staff, educators and all the associations that represent them will want to consider taking a more proactive role in advocacy for the survival of libraries and librarians. There is too much to lose by being silent.

No one today can consider themselves a leader without also becoming an advocate.

Why is advocacy needed?

Libraries: a "soft" service?
We all know that libraries have long had a fundamental role as centres of knowledge and symbols of intellectual freedom. But the integral role of libraries within society is being undermined by low visibility, passive community support, and the prevailing myth that books, libraries and librarians will be replaced by computer terminals and virtual connections.

Libraries receive far less public and media attention than other services such as education and medical care—and decision-makers are more likely to regard library services as less essential than these other services.

Research shows that although the public regards library service as essential, decision-makers regard them as "soft services". This situation must change, for without greater public and government support, and a challenge to the myth of obsolescence, libraries and society will pay a high price.

The time has come...

The public library community must re-evaluate this situation and recognize that the time has come to engage in deliberate, organized, and sustained efforts to raise library awareness among potential supporters. The library community should not be naive about the lengths to which other institutions go to keep or to increase their funding.

The normal budget process of presenting one's case to Council in a perfectly ordered manner is no longer a sufficient means of maintaining libraries and library services. The library community, in partnership with library users and other "champions", need to convince decision-makers that their agenda will be greatly enhanced by espousing the viewpoint that libraries are essential in an information society.

Numbers still count
The voting public, business leaders and other influential groups and individuals in the community, must be mobilized to request that libraries be fully supported and funded. Numbers and force of expression do matter—no elected official can afford to ignore the views of significant numbers of people.

Take on the challenge of advocacy
Our libraries are at a critical juncture. As institutions that provide universal access to information, libraries are essential to literacy, education, research, and development. Intense competition for public, private and institutional dollars makes it more crucial than ever that libraries are positioned high on decision-makers' agendas. The library community must accept the challenge of library advocacy to ensure that the integral role of libraries within society is maintained and strengthened. Only through such a strong, unified effort will libraries continue to guarantee and uphold the principles of universal access to information.

Resources

People who casually assert that the best days of libraries are behind us are unaware of a large body of research on positive perceptions of libraries. If we are to be effective advocates, we must know our own research and be prepared to use it, learn from it, and quote from it.   Most of the research noted below, which is just a selective list, deals with public attitudes to public libraries. (You'll need to dig a bit more for studies of attitudes to academic, school, and special libraries.) We need a lot more of this research, particularly in Canada, but what we do know is highly instructive.

1. Citizens First

A series of surveys called *Citizens First* has been undertaken for the Institute for Citizen-Centred Service (http://www.iccs-isac.org/), with support from the federal and several provincial and municipal governments, to find out how Canadians regard the service they get from various kinds of service providers in the private and public sectors. They initiated these reports in 1998 and re-survey every couple of years or so. There are a few differences in the methodology from study to study, but there is consistency on one point: Canadians rank the public library the best of all public and private sector services (e.g., banks, department stores, airlines, municipal

governments, etc.) except for fire and ambulance services. In other words, it is ranked best in customer service of all non-emergency services.

In the past couple of years, several major studies in the US and one in Canada have confirmed a strong vein of support and approval for public libraries. They came with wake-up calls, however.

2. Long Overdue:

 A 2006 study done for the American Library Association, concluded that there was indeed a future for public libraries in the Internet age. Americans said that the public library was central to a healthy community, especially in the eyes of those who were most actively engaged in their communities. They said that the public library was a safe and appealing place that spends public money well. In contrast to a study funded by the Benton Foundation six years earlier, this one found that a majority would rather raise taxes than cut library services or force libraries to charge fees. (Now we will see in a later study that this willingness to pay extra in taxes is not something we can count on; it is highly volatile.)   The public library topped the list of public services, outranking police and schools. Nine out of 10 Americans believed that libraries would be needed in the future, regardless of technology developments. But, amazingly, to the librarians, the public surveyed did not see library funding as being in jeopardy.

3. Federation of Ontario Public Libraries Study

In Ontario, the Federation of Ontario Public Libraries did a survey of residents over 18 in November 2005 to ascertain Ontarians' views and perceptions, and to see what had changed since the previous Ontario survey in 2000. This study found that in-person use was almost identically strong, with 2 of 3 of Ontarians having a library card and using the library. The library had held its ground as a respected pillar of communities. The same percentage as before (27%) said the library would become even more important in the future, and a similar 25% ranking the PL at the top of publicly funded services. A majority disagreed that the public library would no longer be a building and that everything would be accessed electronically. This survey showed that there is a lot of room to raise the profile of library Web sites and Web-accessible resources. The availability of help in using the Internet is not generally recognized. There was a positive change in the perceptions of younger respondents (ages 19-24) since 2000, in that they were now more likely to have a library card and to believe public libraries will become more important in the future.

4. Making cities stronger: public library contributions to local economic development. Washington, DC, The Urban Institute and the Urban Libraries Council Available at http://www.urbanlibraries.org/files/making_cities_stronger.pdf.)

This recent (2007) report is all about the role and impact of libraries in building up the community's capacity for economic activity and resiliency. This report notes the shift in the role of public libraries "from a passive, recreational reading and research institution to an active economic development agent, addressing such pressing urban issues as literacy, workforce training, small business vitality and community quality of life".

Four roles of public libraries that strengthen cities are highlighted in this report: (1) improving early literacy and school readiness, (2) library employment and career resources that prepare people for new technologies, (3) small business resources that lower the barriers to entry of new businesses, and (4) public library buildings themselves as catalysts. The report demonstrates how strongly the public library functions in community development.

5. From Awareness to Funding

A study released by OCLC in 2008, called *From Awareness to Funding*, makes excellent connections between perceptions and practical advocacy. This study reports the results of qualitative and quantitative research on attitudes of American residents towards public libraries and public library funding. Recognizing that public library use has been growing, but there is a lower tendency for residents to vote majority approval of bond issues for public library funding, the study looks into attitudes and perceptions to explain the situation and recommend action. The report segments residents by their attitudes to libraries and library funding, as super supporters, probable supporters, those with barriers to support, and chronic non-voters. The report includes a separate section on the perceptions of decision-makers such as municipal politicians, senior administrators. Their findings are the most vivid wake-up call yet seen. There is a serious need for parallel data for Canada.

- Most people claim they'd support the library as voters; few are firmly committed to it.
- People don't know much about the library.
- Support is only marginally related to use. Advocacy to users for support focuses on the wrong target group.
- Perceptions of librarian are highly related to support. "Passionate" librarians involved in the community make a difference.
- The library recognized is as provider of practical answers and information – a very crowded space; repositioning is therefore required.
- A belief that library is a transformational force in people's lives is directly related to their level of funding support.
- Increasing support for libraries may not necessarily mean a trade-off of financial support for other public services like fire, police, and public health.
- Elected officials are supportive but not fully committed to increasing funding. Engaging Probable Supporters and Super Supporters to help raise library funding is essential.
- In the view of the authors of the report, communications should focus on the following:
- Make the library relevant for this century.
- Instill a sense of urgency by putting the library in the consideration set for local funding with other public services like police, parks and fire.
- Activate a conversation about the library as a vital part of the community's infrastructure and future.

The report developed several messages that form the basis for a library support brand and an associated campaign to mobilize probable and super supporters. This report is an advocacy gold mine.

6. Perceptions of libraries and information resources

OCLC did a study in 2005 of perceptions of libraries – all kinds of libraries - called *Perceptions of libraries and information resources.* They polled an online panel and got answers from 3,300 respondents. OCLC notes clearly this limitation of an online panel. Therefore it is probably more representative of very heavy Internet users, and not a representative sample of the public. This could be a major methodological issue. They were also clearly information consumers.

One very clear finding is that the number one association of the public surveyed about libraries – all kinds of libraries - was books, and there was no number two.   Our brand, as it were, is books. There was little awareness of the surveyed population of the rich electronic resources offered by libraries. The survey respondents did not place any additional value to proprietary information that is available in library data bases but not on the free Web – it was not seen as more reliable, for example.

This does point out the need to make students and the public more aware of the electronic and human resources of libraries.   Information consumers had a positive perception of the library's role in the community as a place to learn, read, support literacy, make info freely available, provide free computer access, and more. This OCLC study concludes that libraries "will continue to share an expanding infosphere with an increasing number of content producers, providers, and consumers . . . The challenge for libraries is to clearly define and market [note that the report equates market with promote] their relevant place in that infosphere – their services and collections both physical and virtual." The advice of the report was to "rejuvenate" the library brand.

Alberta advocates can contact The Alberta Library (www.thealbertalibrary.com) for its latest research. They can also access the latest Advocacy Guidelines by clicking on Advocacy at www.laa.ca

What does all this mean to us? What is abundantly clear from this sampling of the recent research is that there is a major gulf between the esteem of users and the support of decision-makers, in the form of policy and financial support. It is also abundantly clear in the most recent American research that public library use is only dimly related to library support. Libraries are relatively invisible to decision-makers unless there's a crisis, like the threatened closing of a branch, for example. Moreover, mass media coverage of libraries tends to pose library and Internet use as either/or, whereas we know people move fairly seamlessly between traditional and newer media and they don't behave as if there were major conflict between these two. Market research tells us that the number one reason for non-use is "too busy", not that libraries have nothing to offer.   What we must do, systematically, and in all types of libraries, is to take nothing for granted, and to parlay that esteem into concrete support. The competition for dollars and attention is heavier with each day, and libraries can't live on love.

2.   Roles in Advocacy

Not everyone is comfortable with the idea of doing a television interview; not everyone thinks they can write a press release; some people are intimidated at the prospect of talking to a Cabinet Minister. Believing advocacy consists mainly of these roles can lead to the conclusion that "someone else can do it."

> There once were four people named Everybody, Somebody, Anybody and Nobody.
>
> There was an important job to be done and EVERYbody was sure that SOMEbody would do it. ANYbody could have done it, but NObody did it! SOMEbody got angry about that, because it was EVERYbody's job. EVERY body thought ANYbody could do it. It ended up that EVERYbody blamed SOMEbody when NObody did what ANYbody could have done.

There is a role for everybody in advocacy!
Advocates for librarians and libraries can come from "inside" organizations; for example, library trustees.

Advocates also can be from outside organizations; for example elected officials, community leaders, students or members of the public.

They can also be recruited and organized through groups such as Friends of the Library or regional, provincial and national associations.
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There are a variety of levels at which an advocate can make a strong contribution. More confident advocates might make a speech; others will develop media relations and still others will find that lobbying is not so intimidating as they originally thought. But not everyone will be comfortably active in the political arena.

Library staff
Staff can be library advocates as well, as long as they recognize where their role stops and that of the trustee or citizen begins.

Staff members can:

- conduct research
- assist fundraising efforts
- share success stories
- become a advocacy trainer
- talk to a neighboring parent, friend or relative and tell a library story
- write a letter to someone of influence (there is nothing to stop any tax payer from urging support for libraries)
- write an article for a journal which decision-makers read
- wear a Library Advocacy Now! pin

- staff a booth at a shopping mall.
- proudly carry a book bag with a library message
- wear a T-shirt with a library logo or message during off hours

Speak with one voice
While each group can be effective, it is critical that groups in the same environment are working in a coordinated and congruent manner towards the same objectives. Working in isolation, asserting different priorities, or making statements publicly without the sanction of the appropriate library officials, can cause uncertainty and mistrust in the minds of decision-makers.

An advocacy movement is born!
Every little contribution counts. Advocacy is built and sustained over a considerable period of time and requires efforts of many people at many levels. If every advocate told two friends a story about the library and they told two friends, and they told two friends. . .

If every library user's car sported an "I love my library" bumper sticker, there would be millions of cars in Canada delivering that message. It all starts with one step.

What is important is not the amount of effort but the consistency of the effort with the message.

3. What's At Stake

Research tells us that the public and users of libraries believe that the library has an abiding and permanent significance. Three important facts emerge from focus groups with library users from all types of libraries:

- The need for the librarian as a gateway and navigator to the increasingly overwhelming world of information and knowledge.
- The need for the library as a public place for browsing, meeting and intellectual discourse.
- The need for the delivery of all new media to whatever electronic device the user prefers.

Research also tells us that the public and our users are consistently more supportive of libraries, librarians and library funding than their decision-makers.

It is important that these decision-makers come to understand how the public feels about the critical role of libraries. Decision-makers also must be made to realize that the transition from print to electronic media will take longer than most people believe, up to twenty years. *But how can we expect them to know if we don't tell them?*

Librarians are necessary
It is also important that decision-makers understand that in an era of desktop information access, individuals are finding it difficult to obtain and make sense of what is appropriate and relevant to their information needs.

At stake is both the very survival of libraries, as access points to information and ideas, and librarians, as organizers and deliverers of that information. Librarians and libraries need a higher public profile, political clout, and a more sophisticated marketing approach for their goods and services.

It is time to change, and to offer the agenda of libraries and librarians to decision-makers as a partnership tool for a better society.

4.   How do I become an Advocate?

Understanding what betrayal means to advocacy
One of the main roles of an advocate is to "wake up" ourselves and others, and it is often through some form of betrayal that we receive such a wake-up call.   Advocates for victims rights, gun control, health care, the huge number of physical afflictions and mental disorders, consumer rights and smoke-free environments have all come to their advocacy from an initial personal "betrayal".

School libraries
For example, the role of the school library and the teacher-librarian is to help students become "skillful consumers and producers of information ... to thrive personally and economically in the communication age".   Yet current decision-making is mitigating against that and the basic values underpinning school librarianship are essentially being betrayed.

Corporate libraries
Every time a corporate library in Canada is closed and its librarians "down-sized" then the staff of that corporation has its access to information diminished. That contradicts everything that the corporate librarian has tried to achieve – both by serving in-person and virtual service - and it betrays the vision of corporate library service.

Academic Libraries

Librarians had been talking about the problem of soaring journal prices among themselves, within the library. As the scientific journals crisis exploded, they explored solutions more formally at conferences and academic association meetings. Scientists, economists, and societies unhappy about the direction their journals had taken each provided perspectives and ideas. Many librarians and academics believed that scholarly commercial publishers had betrayed them.

Several solutions were put forward, and in 1997 the Association of Research Libraries (ARL) created SPARC – the Scholarly Publishing and Academic Resources Coalition. This provides an alternative to costly journals published by commercial publishers.

Public Libraries
And when Council decides to slash the library's budget and thereby [unintentionally] undermine all things that the library represents to a democracy, have we not been betrayed?

When we are betrayed, we can either come to a more awake state ("Just a minute here, this isn't right.") or become stuck within the experience and be paralyzed by mistrust and anger. ("Look what 'they' have done to me now!")

In the immortal words of the lead character (played by Peter Finch) in the movie *Network:* "I'm mad as hell and I'm not taking this anymore."

The trick is to turn that anger not into revenge, denial or cynicism, but to harness the anger and convert it into a passion for what we believe is right.

Becoming an advocate
You can learn amore about becoming an advocate by going step-by step through the advocacy training on this website, or requesting advocacy training from the Canadian Library Association. www.cla.ca

Alternatively, this workbook has been designed to allow you to examine advocacy from the perspective of particular topics that might be of interest. So you can also access information on lobbying, starting a Friends group or develop your own advocacy profile.

You may find it useful to begin by completing the Personal Advocacy worksheet. You can do this on-line through a series of prompts, or, if you prefer, print it off and complete it separately.

The Personal Advocacy Worksheet

Advocates, like writers, experience blocks to the process of expression. You need to re-connect with the authentic and passionate parts of yourself. This worksheet should help you begin to think about yourself, what you believe is important to you about public libraries in general, and your community, your library, your department, specifically. There are sections for library staff, trustees and associations or other library agencies.

Personal worksheet for staff of libraries

1. In general, do you feel that your municipal council supports the public library?

    How do you know this?

2. Do you think your municipal councillors (aldermen) would say they support the public library?

    What evidence do you have?

3. Do you think other library stakeholders (e.g. teachers, students, parents, business community, seniors) would say they support the public library? Be as specific as possible.

   Why do they support the library? (What about it do they value?)

4. Are any of your key stakeholders currently involved (as volunteers or trustees) with the library or any of its programs?

   Are any of their family members involved?

5. How interesting is your library work to you? What about it do you value?

6. Do you feel that your work in the library is valued throughout the library?

   What evidence do you have?

7. What do you think would happen to your program if you were to walk away from it tomorrow?

Click here to transfer some of these answers to the **Personal Review Section.**

Or, if you have printed this out, take a moment to transfer some of these answers to Question 1 on the **Personal Review Section.**

Personal worksheet for trustees, associations and others

1. Do you feel your funding bodies (local, provincial) support the public library?

   How do you know this?

2. Does your trustee association demonstrate that it supports public libraries and librarians?

   How does it do this?

3. Does your association have a role in supporting public libraries and librarians?

How does it demonstrate this?

4. What does your association do in terms of education or outreach to support public libraries and librarians?

5. How do you work in collaboration with administrators and librarians in furthering the public library cause?

6. In what other ways do you take an active role in working with your community ?

Click here to transfer some of these answers to the **Personal Review Section.**

Or, if you have printed this out, take a moment to transfer some of these answers to Questions 1 and 2 on the **Personal Review Section**.

Your personal advocacy story

Your story
Most of us work in, or volunteer for public libraries because we love them. You are going to spend some time here re-discovering *your* love story.

Knowing your own reasons for loving books and information, computers and kids and libraries will also help you understand other views and interests in reading and libraries. You will become more effective in shaping advocacy messages from you and your program to others in your community.

1. When were you first introduced to libraries? Give details and be as specific as possible - first memories are important.

2. Is there anything unusual or unexpected about your working in or with public libraries?

3. What were the deciding factors in your become a public librarian, taking a job in a public library or volunteering as a Friend or trustee? This might be an exact moment or an accumulation of reasons. Did you arrive at libraries from another field of study?

4. Did you have a special library mentor or teacher? Why was she or he memorable?

5. Do you use other types of libraries for your own reasons? How do you feel about these libraries?

6. What do you struggle with the most as you pursue your library career or your role as a trustee?

7. Did you ever want to quit the public library?

    Have you ever quit?

    When you want to quit, why?

    When you don't want to quit, what keeps you there?

8. What other abilities or interests are important in your life? Mention even those which you no longer pursue.

For library staff:

9. Today, for the first time, a library customer worked with you, and saw what you can do and went home completely transformed by the experience. The customer is talking to a friend in the evening and says

    "I found out today that the public library is..." (fill in the rest of the sentence.)
    _____
    _____

10. That same customer says:

    "I found out today that a librarian is..." (fill in the rest of the sentence)
    _____
    _____

For library trustees:

11. Today, for the first time, a librarian worked with you, and you saw what librarians and libraries can do for you. You went home completely transformed by the experience. You are talking to a friend in the evening and say:

    "I found out today that the public library is..." (fill in the rest of the sentence.)
    _____
    _____

12. You also say:

"I found out today that a librarian is..." (fill in the rest of the sentence)
_____
_____

Click here to transfer some of these key personal connections to libraries to the **Personal Review Section.**

Or, if you have printed this out, take a moment to transfer some of these answers to Question 3 on the **Personal Review Section**.

<u>What types of power do *you* have?</u>

Types of Power:

*Knowing What***:** <u>Information power</u> is having access to information that others consider valuable.

Example: Demographic statistics on your city that help new businesses identify markets

With whom do *you* have information power?_____

Knowing How: <u>Expert power</u> comes from having particular expertise or skill.

Example: Knowing how to quickly, efficiently and effectively search the Net.

With whom do *you* have expert power?_____

*Knowing Who***:** <u>Connection power</u> comes from actual or perceived connections with influential people.

Example: Your second cousin is an M.L.A.; your neighbour is President of a major bank; a high school friend is a journalist with the local paper...

With whom do *you* have connection power?_____

Personal Power: <u>Personal power</u> comes from being respected and admired by others.

Example: You are President of your Community Association; you just received a promotion; you have been nominated for an award...

With whom do *you* have personal power?_____

*Position Power***:** <u>Legitimate</u> or <u>Position power</u> is the power bestowed by position.

Example: You are a parent; you are the Prime Minister; you are the CEO.

With whom do *you* have position power?_____

Punishment Power: Coercive power comes from the ability to punish or coerce

Example: You are the boss; you are a judge; you are a sports referee.

With whom do *you* have punishment power?_____

Praise Power: Reward power is based on the ability to provide rewards and incentives.

Example: You are a supervisor; you are a team player; you are a philanthropist.

With whom do you have praise power?_____
Which type of power do you rely on most:

- in your job?_____
- in your personal life?_____
- In your community work?_____

Click here to transfer some of these key personal connections to libraries to the **Personal Review Section.**

Or, if you have printed this out, take a moment to transfer some of these answers to Question 4 on the **Personal Review Section**.

Personal Review Section

Use this section to review and summarize the work that you've done previously.

1.   The key strengths of my program related to advocacy and support are:

2.   My main support needs are:

3.   My key story points - why I love libraries:

4.   My personal power strengths are:

What does all this tell me about becoming an advocate?

5. Planning an Advocacy Program

Introduction
In order to conduct an effective advocacy program, library advocates *must* have a plan. Advocacy plays out over an extended period of time. You cannot waste people's time and resources by operating in a "let's see what happens next" environment.

In developing the advocacy plan, begin by assessing where you are *now*.

The questions you need to ask may be difficult to answer, but it is important to take the time to prepare through frank and realistic discussion. The following questions are fundamental to get out on the table at the outset. Failure to do so will inevitably lead to the conclusion that "we have seen the enemy, and it us."

Key Questions

- Do we all have the same understanding of the issue?
  For example, does the library community all agree on the subject of user fees? Internet filtering? Corporate sponsorship? No advocacy on these issues can be undertaken effectively unless our own community is in agreement.

- Do we all agree that action must be taken?
  Even when we agree on the issue, we might not all agree that doing something about it is worth the time and the money. Or we might not agree on what to do. People have differing priorities. Best to find this out in the beginning than to have the effort fizzle part way through because of lack of support or disagreement.

- Do we have the time to dedicate to a serious planning effort?
  Probably not. There are not many people out there with time to spare.

- Will we **make** the time?
  Is this issue crucial enough that we will make every effort to find the time to plan for its resolution because the consequences of not doing so are worse?

Once these questions are answered you will know whether or not you have a unified voice and the resources to commit to a planning process.

The Advocacy Plan itself can be summarized in the following steps:

1. Define time-specific and measurable objectives.
2. Determine key target audiences and what you know about them.
3. Develop strategies
   - ✓ *What? (are the obstacles to success?)*
   - ✓ *Where?*

✓ *When?*
✓ *Who?*
✓ *How? (the message)*

4. Choose your communication tools.
5. Plan how you will document and evaluate results.

The Advocacy Plan
Having a plan will help you save money by directing your precious time to the most useful and effective activities.

There is no doubt that it will take time to develop the plan. But would you rather spend your *time* on something that works than on something that doesn't?

The Planning Worksheets
There are planning worksheets that will help guide you through the process. You can print off as many as you need for you and your planning group. They are set up in order of the five steps outlined above.

Please note that the planning worksheets have been designed to take into account that "people pay attention to the things that they love and value", and "people do things for their reasons, not yours". That is why the message is at the end of step 3 and the communication tool not until step 4.

The reason for this is that it is simply not possible to send a personal, relevant message to someone, expecting them to act on your behalf, unless you first:

- determine your objective;
- identify your target group;
- determine their needs and priorities; and
- decide on some strategies for reaching them.

Only when you have done this homework will it be possible to develop a message that is on target, and decide on a communication tool that will most effectively deliver the message.

Warning!
Please, NEVER, never begin your advocacy planning with the communication tool. Too often we identify what we think is a problem and then immediately decide we need a brochure, newsletter, video, poster, booth at a fair or even a meeting in order to solve the problem.
But all that does is put us into the process of "getting our message across" (public relations) without thinking at all strategically about how the message will be received and acted upon by the recipients (marketing).

A step-by-step guide to advocacy planning

Library Advocacy Now! Planning Worksheet

Date: Project No:

---

1.   *Objective(s)*

What is it you want to achieve? It must be time-specific and measurable. Make it SMART.

---

2.   *Target Group(s)—Focus on the decision-makers; other groups may be part of your strategy.*

Who do you want to reach? What do you know about them, their priorities and interests?

What do you need to find out? Who do you know who might give you the information you want?

What research might you need to do? Who do you know who may be able to help in some other way?

---

3.   *Strategies*
What? (the obstacles)—What are the things that will get in the way of your reaching your objective? Money? Time? Physical surroundings? Personal biases? Fear? Stereotypes? Organized opposition?   Not knowing enough about your target group? Not doing your homework?

Hint: Spend most of your planning time on the above three steps (objectives, target groups, obstacles) and the rest will fall into place.

Where? Where is the most appropriate place for you to communicate with your target audience?

When? When is the most appropriate and convenient time for your target group to hear from you?

Who? (is going to do it?) Who is your best presenter? Who has the most credibility? Who is the best "match?"

How? (the message) Remember the postcard "Having a good time, wish you were here. " Your message, in order for it to be remembered, must be short and simple; no more than you would fit on a postcard.

---

4.   *Communication Tools*
              What could be used?   What will be used?

              Brainstorm   Look at your strategies and decide
                                                               which tool is most appropriate.

---

5.   *Evaluation*
Decide <u>now</u> how you will measure if you achieved your objective.
If you can not figure out a way to measure your success, you should not do it in the first place!

Library Advocacy Now! Planning Worksheet

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1.   *Objective(s)*

Note: use a different planning sheet for each target group you identify.

---

2.   *Target Group(s)—* *Focus on the decision-makers; other groups may be part of your strategy.*

---

3.   *Strategies*
What?(the obstacles)—

Where?

When?

Who?(is going to do it?)

How?(the message)

---

4.   *Communication Tools*
What could be used?   What will be used?

---

5.   *Evaluation*

A step-by-step guide to advocacy planning

Step 1.   Determine your objectives

---
1.   Objective(s)
What is it you want to achieve? It must be time-specific and measurable.

Make sure your objectives are **SMART**

- **S**pecific
- **M**easurable
- **A**ction-oriented with
- **R**esponsibilities stated and
- **T**imed

What do you want to achieve? This should be realistic.

1.   Money for a new library building?
2.   A new policy?
3.   The defeat of a piece of legislation?
4.   The on-going financial support of a particular business?

What I want to achieve is:_____
_____
_____
_____

How will you know you have "arrived"? What will be your measure of success?

1. Money for a new library building? e.g. The Library Building Fund (S) will increase by $100,000 (M) from a community fundraising programme (A) sponsored by the Friends of the Library (R) by (insert date)(T).

2. A new policy? e.g. After a round of community consultation, a comprehensive policy (S) on Internet access for children (M) will be implemented (A) by the Board (R) by (insert date) (T).

3. The defeat of a piece of legislation? e.g. After a sustained lobbying campaign (S)(A) by a coalition of Library Associations (R), the government withdraws its legislation on user fees (M) by (insert date) (T).

4. The on-going support of a particular business? e.g. The Library Board (R) signs an agreement (A) with a large book store chain to get a donation of 5% (M) of all sales of Oprah Book Club titles to the library's literacy collection (S) for the period (insert time period) (T).

The specific achievement (S) will be_____
_____

My measure of success (M) will be_____
_____

The activity (A) will be_____

The individual or group primarily responsible (R) for achieving the objective will be_____
_____

The date of completion (T) will be_____

Now, write your **SMART** objective:
_____
_____
_____
_____

Important note: There is nothing wrong with going back and changing your objective part way through the planning or even the implementation. Circumstances change as a result of new information.

Objectives are there to give you focus and direction, they are not there to "hamstring" you.

Step 2.   Identify your target groups

---

2.   Target Group(s)—Focus on the decision-makers; other groups may be part of your strategy.

Who do you want to reach? What do you know about them, their priorities and interests?

What do you still need to find out? Who do you know who might give you the information you want?

What research might you need to do? Whom do you know who may be able to help in some other way?

Who are the people who have a stake in what it is you want to achieve? Recognize that stakeholders are not the same as target groups. Stakeholder is a broad term used to define anyone who might benefit or lose from your objective. Your stakeholders need to be broken down into smaller target groups for your strategies to be successful.

So, who are the people who can help you achieve your objective?

Identify *all* the various target groups who can have an impact on the issue you plan to address. Make a list of these target groups, then put them in priority order according to how important they are to your achieving your objective. The result will look like a pyramid, with the smallest, most important group on the top, and the largest, least important group on the bottom.

It is unlikely in any given year that you can achieve your objectives with more than three target groups.

e.g.
The target groups of a library board *might* look like this, depending on local circumstances:
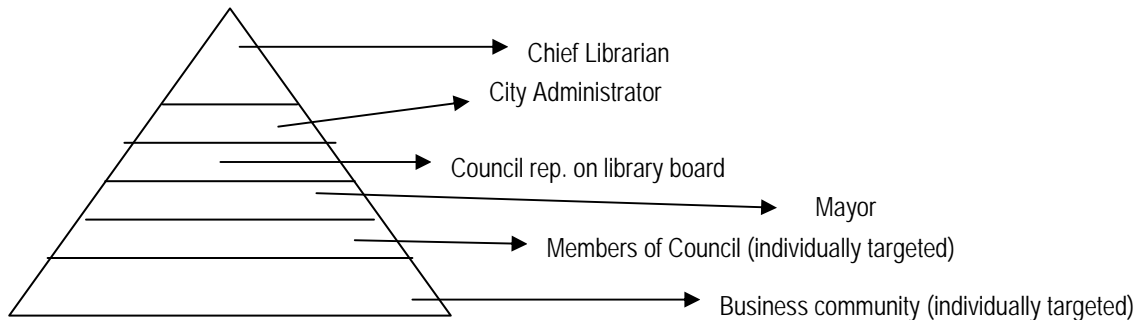
Please note that the least important target group refers *only* to the achieving of a particular objective; it does not mean that this group is *un*important.

It may be the *most* important target group in another advocacy endeavour.

The least important target group is the largest and thus the most challenging and potentially expensive with whom to communicate.

The most important target group is often the smallest, and the easiest and cheapest with whom to communicate. (And often the one most taken for granted!)

Putting groups in order like this can also help you allocate your budget according to its priorities.

Important: use a new Advocacy Planning Worksheet for each target group you identify.

Your target audiences might include:

- Business/community leaders
- Community associations
- Corporate officials
- Donors and potential donors
- Elected officials
- Education officials
- Journalists
- Library users
- Other librarians

- Potential library users
- Professionals in related fields
- School board members
- Students
- Teachers/faculty
- School administrators

Targeting Stakeholders

Often, the term "stakeholder" is used to describe anyone with an interest in the process or anyone with an interest in the outcome. A stakeholder may be an individual, a group or an organization. A target group is an individual or group who has the power to decide on the outcome.

Libraries have a wide variety of people as users and supporters. Just as decision-makers rank the importance of certain constituency groups (including us!) in terms of their value, we need to do the same in order to know who to target to help champion our causes.

The following exercise can be very useful in determining who will best help and hinder the cause.

Exercise: Determining stakeholder influence

1. Our Allies: *In them we have "High Trust, High Agreement"*

    Who are some of the natural allies that your library has?
    e.g Parents of children who use the library

    _____
    _____
    _____
    _____

    Under what circumstances might the relationship change?
    e.g If they disagree with the library's stance on unrestricted access to the Internet in the Children's Department

    _____
    _____
    _____
    _____

    Strategies for Allies
    – Affirm agreement on the "cause".
    – Reaffirm the quality of the relationship.
    – Acknowledge their doubts and vulnerabilities about the cause.
    – Gain their participation, especially in contacting others.

2. Our Opponents, Challengers: *In them we have "High Trust, Low Agreement"*

> *Who might be some of the opponents to your library?*
> Individuals or groups who subscribe to the "family friendly libraries" philosophy and who believe that collections and the Internet should be censored and libraries censured.

_____
_____
_____
_____

> *Who might surprise you by becoming an opponent?*
> e.g .Journalists who cover the story who are parents themselves and who are concerned with the broader issues of pornography; media celebrities such as "Dr. Laura".

_____
_____
_____
_____

> *Strategies for Opponents, Challengers:*
> – Reaffirm the quality of the relationship.
> – State your position---vision, purpose, goals.
> – Gain a through understanding of their position by first listening carefully and stating neutrally what you think it to be.
> – Engage in dialogue, looking for ways to improve your approach

3. Our Bedfellows: In them we have "Low Trust, High Agreement"

> *What groups in your environment might agree with you, but you do not entirely trust them?*
> e.g. Some civil libertarian groups, because their tactics in the past might have been too confrontational and extreme.

_____
_____
_____

> *What role might they be able to play?*
> e.g. They might agree to leave your Internet issue alone.

_____
_____
_____
_____

> *Strategies:*
> – Reaffirm agreement on the cause.
> – Acknowledge the caution that exists e.g. express your reservations about how honest and direct the past relationship has been.
> – Be clear about what you want from them in working together.

- Ask them what they want from you.
- Try to reach agreement about how you are going to work together.

4. Our Adversaries: With them we have *"*Low Trust, Low Agreement"

Who could be a library's adversaries?
e.g. The tabloid media who tend to sensationalize any issue that has to do with sex and pornography

_____

_____

_____

Strategies for adversaries:
- State your vision for the project.
- Achieve an understanding of their position.
- State your own contribution to the problem.
- State your plans without making demands.

Note: Depending on the issue, the same group could be in a different category at a different time.

Of the four types of stakeholders, on whom should you spend most of your time and effort?

The temptation is to try to convince your adversaries and opponents of the rightness of your cause. But that is likely to be as futile as their winning you over to their side isn't it?

When there are limited resources (time and money) the best effort is spent on your friends and allies. That is where you will find your champions.

If you ignore your friends in the vain hope that you'll win over your enemies, you could end up having no-one on your side.

Advocacy is about RESPECT

It is simply not possible to be a successful advocate unless you can find ways to respect your decision-makers. This may not always be easy, particularly in a partisan political situation.

However, it is impossible to over-emphasize that telling someone you want to influence that you "deplore their actions" or that "their support in the past has been an embarrassment" . This is a totally ineffective strategy. Why would someone want to do something for you after you have just finished insulting them?

Even though you may not agree with them, what are some things about our decision-makers that we can *genuinely* RESPECT?

Exercise: Who do you know right now?
Write down the names of your. . .

Library board members

School board members

Municipal councillors

Member of the provincial legislature

Member of Parliament

Targeting the elected decision-makers

1. Research the decision-maker's background and the most recent election:

    - Did he/she win by a lot or a little?

    - Was there light or heavy voter turnout?

    - Who voted?

    - What campaign pledges did he/she make?

    - Which groups endorsed the decision-maker?

    - When will he/she be up for re-election?

2. What relationships exist with other elected officials from the same geographic area?

    - Are they in the same political party or different parties?

    - Who are the potential challengers?

    - What are the known likes/dislikes among other elected officials from the same area?

3. What is the makeup of the community?

    - Is it made up of one (or more) ethnic groups? Which ones?

    - Is the community changing due to migration patterns or staying largely the same?

    - Is the economy stable?

4. Who were the biggest campaign donors? What groups or individuals gave money to the opponent? (Do not make them your spokesperson).

5. What committees, boards or community groups has the decision-maker served on recently or in the past?

6. What are the issues the decision-maker feels passionate about?

Targeting the Community

Libraries have a wide variety of people as users and supporters. Just as decision-makers rank the importance of certain constituency groups in terms of their value, we need to do the same in order to know who to target to champion our causes.

Exercise: Targeting Potential Partners

Identify a decision-maker from some level of government. List those community groups which might have an impact on that decision-maker and could also support the library effectively.

Decision-maker:

What I know is:

What I need to find out is:

Important community groups:

Reasons for importance:

Identifying the most important elected officials

The provincial Minister who has responsibility for your type of library, such as Municipal Affairs, Culture, Recreation, Education, Higher Education, Economic Development, is a main target, but these others might also be important:

- Members of Treasury Board, and other key cabinet or caucus committees

- Ministers whose area of responsibility covers your issues;
  e.g. Public legal information and Education; the Attorney General. There will be . more than you think

- MLAs or councillors who have a background or interest in your issues, perhaps they have served on a library board or been a librarian or a library technician.

- Members of committees in the legislature who may cover library- related issues from time-to-time.

- Mayor and council, boards, committees and commissions

As a library advocate you have friends on the government or municipal staff. Your "Provincial Librarian", the minister's prime advisor on public libraries, knows the bureaucracy and the system well and may be able to open doors for you. The Legislative Library and government librarians are an excellent resource for information on government, its members, how it operates and what it is doing. Work with them and other civil servants at all levels. Use their expertise and keep them well informed.

Tips for working with decision-makers

Recognize that decision-makers are not experts, they can not possibly keep completely informed on all issues. So, be prepared to provide them with information they need or know where you can get it.

1. Stick to and present one issue at a time. Decision-makers do not want you to come with a "shopping list" of issues.

2. Get to know the staff. The staff in a Minister's or MLA's office can be very powerful. If they do not agree with what you represent, they can make it very difficult for you to make contacts.

3. Do your homework. Find out what you can about the decision-maker. Make a point of referring to something you know is of special concern or interest. Making that personal connection can make him/her remember you more easily.

4. Be **HIPP**
   - Be **H**onest
   - Be **I**nformed
   - Be **P**atient
   - Be **P**ositive

5. Recognize that a decision-maker's time is precious. Do not be late or unfocused in your presentation.

6. Be personal. Do not be afraid to show your good nature or your personality.

7. "Seal the deal." Try to get the decision-maker at least to commit tell you when you might hear about a decision.

8. Follow-up with thank you letters. Send them to any decision-makers or staff who took time to listen.

Coalitions

It will be helpful to name the individuals and groups in your community with whom you might develop coalitions to improve library services and explore mutually beneficial partnerships.

In any coalition, the best success occurs when the groups have spent some time determining their areas of common interest, and identifying potential areas for competition or conflict.

Some examples:

- colleges and universities—lifelong learning
- community agencies—specific concerns for groups and individuals
- Friends of the Library group—natural ally, no self-interest
- parents—learning impact
- public library—for the common good
- publishers—economic impact
- school boards—student achievement

Lobbying

Lobbying is influencing someone to a certain position or decision which they may not otherwise have taken.

Their position on the issue may be neutral, in which case your task to lobby is easier.

❂neutral position ➔❂your position

Their position on the issue may be contrary to your position, in which case your lobbying task will be more challenging.

❂contrary position ➔ ❂neutral position ➔ ❂your position

Lobbying is moving someone from the position they are currently in to a new position on an issue.

Exercise: What influence techniques work on you?

Your original position (describe it)

Your new position (describe it)

How were others successful in influencing your position? What did they do? What factors were influential for you?

Which of these factors might be successful in influencing someone else?

Effective lobbying happens when the right person talks to the right person about the right issue at the right time

Common mistakes in lobbying:

- Timing
- Going in cold
- Telling only your side
- Failing to fully research and understand the other side
- Wrong person
- Form letters
- End run
- Information overload

Tips to successful lobbying

- Treat lobbying as serious business
- Treat politicians with respect. They went out and got elected and have earned the right to make decisions
- Become familiar with the government agenda
- Be familiar with their language
- Be clear in your communications
- Be consistent
- Be persistent
- Bring solutions, suggest alternatives
- Relate your message to local issues
- Follow-up

The best arguments usually win, especially if they are sensible and consistent with the decision-makers' agenda.

Ten Basic Rules for Lobbying
(from a workshop given by the Hon. Ralph Klein, then the
Alberta Minister of the Environment)

1. *First things first*
   - Don't be upset if in contacting a politician to set up a meeting, you are screened by a staff member first to find out as much as possible on your issue.
   - Be forthright with the politician's staff and be prepared to put in writing what the purpose of your meeting with that politician will be.

2. *Your deadline for the meeting is irrelevant*
   - Make your contact early enough so that your date and the Politician's earliest convenience can be the same time.
   - Don't be overly aggressive or demanding, or you may wait longer.
   - Remember that the politician has homework to do, which will take time.

3. *Their time is not your time*
   - Find out what the politician knows, then use the time you have with him/her to help with things he doesn't know.
   - If you assume the politician knows nothing, that's an insult. Plus you waste your time going over old ground.

4. *The whole crowd is not required*
   - Keep your group small. There is no strength in numbers, just annoyance.

5. *Practice, Practice, Practice*
   - Prepare well ahead of time to know who is going to say what.

6. *No wallpaper*
   - The fewer pieces of paper the better. The politician will not have time to read a lot of paper and these days there is a real sensitivity to saving trees.

7. Politicians can read
- Leave the written information behind, don't read it. This is insulting.
- Use the time to stress the most important points. (no more than 3)

8. 20 Questions
- Leave lots of time for questions; that is the most valuable part of your time together.

9.   Not done yet
- Don't leave without asking to whom else you should be talking. Make sure you see them, too.

10.The answer will be no answer
- At the point of being lobbied, no politician in his right mind will make a commitment on the spot.
- The best you can do is say "and we hope to hear from you soon?"
- If the answer is yes, the politician will contact you, if no, it will be his staff!
- If you get no answer from a politician, go to his constituency office, or leave a message on his home answering service.

Step 3.   Develop strategies

A strategy is a statement of how you intend to accomplish your objectives.

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3.   Strategies

What? (the obstacles)—What are the things that will get in the way of your reaching your objective? Money? Time? Physical surroundings? Personal biases? Fear? Stereotypes? Organized opposition? Not knowing enough about your target group? Not doing your homework?

Hint: Spend most of your planning time on the above three steps (objectives, target groups, obstacles) and the rest will fall into place.

Where? Where is the most appropriate place for you to communicate with your target audience?

When? When is the most appropriate and convenient time for your target group to hear from you?

Who? (is going to do it?) Who is your best presenter? Who has the most credibility? Who is the best "match?"

How? (the message) Remember the postcard "Having a good time, wish you were here. " Your message, in order for it to be remembered, must be short and simple; no more than you would fit on a postcard.

Detailed answers to the questions **what? where? when? who?** and **how?** will be helpful in this process.

WHAT ?

What? (the obstacles)—What are the things that will get in the way of your reaching your objective? Money? Time? Physical surroundings? Personal biases? Fear? Stereotypes? Organized opposition? Not knowing enough about your target group? Not doing your homework?

It is essential to invest a considerable amount of time on discussing obstacles to achieving your objective. Too often we charge ahead with what we want to do, without taking the opportunity to look at the other person's agenda and other factors that could get in the way. You must try to anticipate obstacles so that your success is not thwarted by an unexpected development.

- Do you have enough money?
- Is there enough time? (It's the decision-makers time constraints that count, not ours)
- Is there anyone in organized opposition to you?

- Do either you or your target group have any stereotypes or personal biases that may get in the way? (Don't think only of their librarian stereotype, but examine your own stereotypes of politicians, too!)
- Are there differing perceptions or expectations?

You will better overcome obstacles in an advocacy program by understanding the environment of government. While your issue is vital and important to you, it is just one of many that decision-makers have to consider on a daily basis. It is imperative that you are able to view your issue through their eyes if you are going to be successful.

Factors Influencing Government Decisions

Public Opinion

Can you tie your issue to a "hot" topic: public access to information; the library role in home schooling; resources to support the unemployed in seeking employment; or the library's contribution to day-to-day economic survival of small towns and villages.

Fiscal Pressures

Public demand is for tax relief and spending cuts. You will need evidence to show that people support specific tax increases for libraries while not supporting general tax increases; survey some constituencies including the Minister's. You will need hard data on this.

Interest Groups

Research those interest groups who are in the public eye. Is it helpful to align your issues with their cause? Library advocates will be more effective and better received by decision-makers if they are perceived as serving a larger common good rather than a perceived self or institutional interest.

Media Coverage

Create events that will provide decision-makers with positive media coverage. Such as, the Minister launching a Summer Reading Club amidst a group of children.

Timing: Budgets, Shuffles, Elections

Be aware of the political calendar and time your approaches accordingly. Also be aware that a cabinet shuffle or an election can change government priorities and your strategies will have to change as a result.

Opposition Parties

Work with the opposition parties to ascertain and understand their positions and keep them fully informed of your issues. This is because they are part of the legislative process, not because you want to use them to work negatively against the government.

Civil Servants

Work with ministerial staff to ensure that they understand your issues: they inform and advise the Minister and are the strongest influence on a ministerial decision.

WHERE?

> **Where?** Where is the most appropriate place for you to communicate with your target audience?

Many libraries have experienced the disappointment of inviting elected or appointed officials to the library for a function and having them not show up. We seem to think that if we can just get them into the library, all of the benefits will become readily apparent.

But the fact is that these are busy people, and having a meeting or an event somewhere else can be more time-consuming, and thus easier to cancel. Also, people's offices often contains the trappings of their power. It makes more sense to meet with the decision-maker in a place in which he or she is most at ease and feels most in control of the situation. A high comfort level will make them more receptive to your message.

Most of the time, then, **where** implies "on their turf". It's a sign of respect.

WHEN ?

> **When?** When is the most appropriate and convenient time for your target group to hear from you?

Without exception, it is their calendar and their schedule that takes precedence.

In a face-to-face meeting with an elected official or with one of his or her staff members, be prepared to make your case within the time frame they have allotted for you. This means careful preparation and lots of practice. One of the world's greatest orators, Winston Churchill, once said "If you want a two hour speech, I can do it right now; if you want a one-hour speech, I'll need some time to prepare; if you want a ten-minute speech, I'll need two-weeks notice. " If you don't believe this, just look at the unprepared speeches most actors deliver at the Academy Awards. No wonder they get "gonged"!

The time frame will be reduced accordingly if there are several other individuals in the meeting, or if another priority comes up. Remember that a public official's time is meted out very carefully. If you have only thirty seconds, at least you can throw out your soundbite, and hand over the printed material!

Advocacy Action Schedule

Meet with decision-makers between legislative sessions and keep them well informed before issues are raised in the House. Stay in regular touch with members of Council.

Study the Government's legislative agenda: Where do you fit in? At what point can your issues be raised most effectively?

If the government's stated agenda is:

- Youth
- Rural revitalization
- Technology
- Economic Development and
- Lifelong Learning,

then create your presentation or brief around those headings. Surely the library has something to contribute to such an agenda!

The Budget Cycle

Ensure that the Minister or other decision-makers have time to consider your proposal and build it into budget priorities in ample time. Keep your MLAs and councils informed of what you are doing. Maintain contact throughout the budget cycle. Keep providing new information and support. Make sure you know the following information:

- When does the budgeting process begin?

- What happens when?

- What are the general budget guidelines given to government /municipal departments?

WHO?

> **Who?** (is going to do it?) Who is your best presenter? Who has the most credibility? Who is the best "match?"

Who should your messengers be?

Trustees, Friends of the Library, library users and supporters have a critical role to play in advocacy. Their role is important because, unlike library staff, they will not be perceived as acting in their own self-interest. *To an elected official the most important person is a voter who cares enough to speak out on a particular issue.*

Other important people to an elected official are:

- Campaign donors who are constituents of the elected official.
- Local opinion leaders and newsmakers.
- Editors of local media who shape editorial opinions and news coverage.
- Potential candidates who may run as opponents in future elections.
- The voting public in the legislator's constituency.

Once you have a feel for which groups have influence with a decision-maker, you are ready to target who should deliver your message. If you have a group that is important to you but has little value to the decision-maker you are trying to influence—think again.

Remember, the messenger can be as important as the message, and the presentation is a big part of the impact on the decision-maker. Choose people who are comfortable in the role they have been asked to perform.

HOW ?

> **How?** (the message) Remember the postcard "Having a good time, wish you were here. " Your message, in order for it to be remembered, must be short and simple; no more than you would fit on a postcard.

You best express your objective to your target audience by determining a personal, relevant, simple and consistent message that you can repeat many times and in many ways. Ensure that the message is positive and memorable, and makes the point that you intend. For this purpose, think of your message as one that would fit on a postcard, such as "having a good time, wish you were here. "This is known as a "soundbite" and can be as effective with decision-makers as with the print and electronic media.

Decision-makers' time is extremely precious because there are so many demands upon them. The most well-intentioned individuals who do not know how to clearly state their request and provide concise backup data can hurt the cause more than help it. **Tell them what they need to know, not what you want them to hear.**

The message will need to be refined to address the specific interests of various audiences—business people, educators, legislators—but its essence will remain the same. Again, the message should be

- personal (so that it attracts the person's attention, use people's names and titles and be sure to spell them correctly)
- relevant (so that the person picks out your message from the myriad of other messages being received)
- simple (so that it will be remembered)
- consistent (no mixed messages)
- and repeated. (A message needs to be repeated many times and in many different ways in order for it to "stick".)

Exercise: What is the message?
Identify an issue that is important to you and then state how support of the issue might be of benefit to the decision-maker.

Issue:

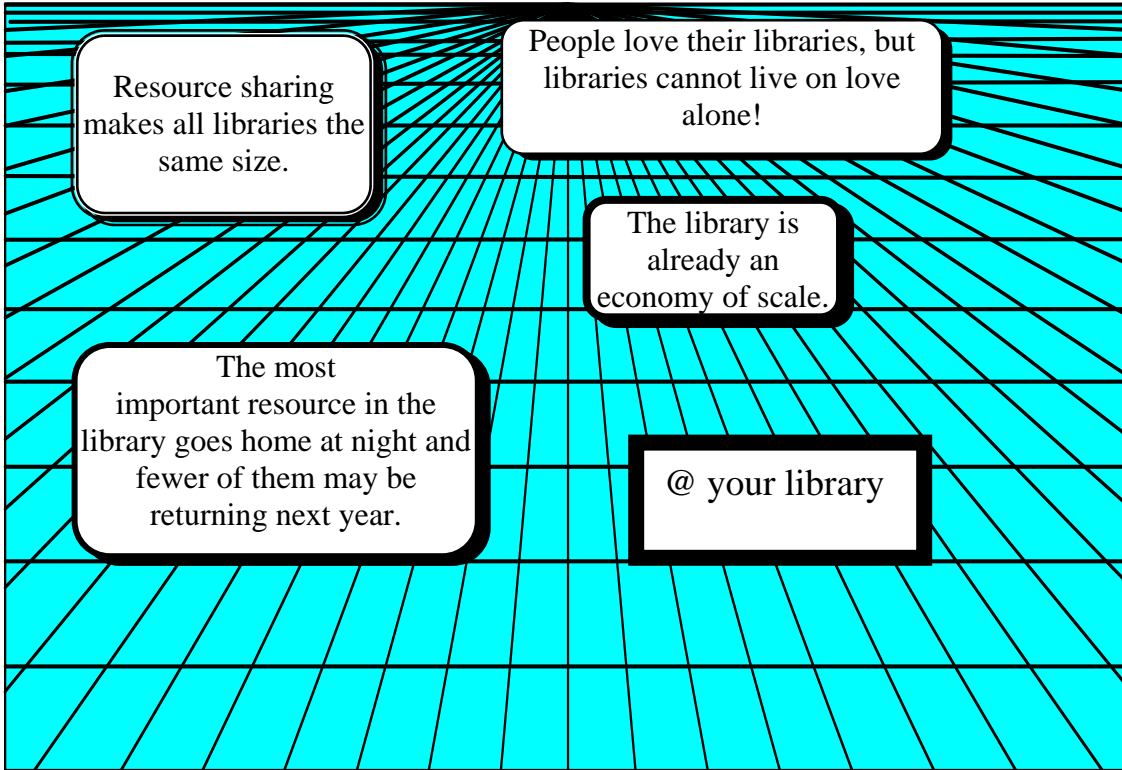**It is important to the decision-maker because:**
(Describe impact in terms of pros and cons)

It is important to the community because:

The message is (remember the post card!):

Soundbites

People remember clear and specific statements or affirmations, or "soundbites".

Resource sharing makes all libraries the same size.

People love their libraries, but libraries cannot live on love alone!

The library is already an economy of scale.

The most important resource in the library goes home at night and fewer of them may be returning next year.

@ your library

Exercise: Soundbites
Take a few n minutes to develop three or four soundbites that summarize your issue in a unique and memorable way and might have an impact on a decision-maker or the media.
1.

2.

3.

4.

Step 4.   Choose your communication tools

4. Communication Tools	
What could be used?	What will be used?
Brainstorm	*Look at your strategies and decide which tool is most appropriate.*

It is ONLY at this stage in the process that you choose which communication tools you will use. Only after you have determined your strategies can you find the best communication tool to do the job.

Now you can match the objectives, the audience, the budget, the timing, the location, the messenger and the message: your communications are going to be "on target. "

You will find that some really creative communications ideas emerge if you brainstorm first. (e.g. billboards, sky-writing, messages on milk cartons, library facts inside a fortune cookie, an annual report on a coffee mug.) Then, re-visit your strategies and see which of the tools you have listed are actually the most appropriate and effective.

Personal Communication Tools

In spite of the sophistication of the mass media, the most effective communication tools are still those that allow a personal interaction between and among people.

- word of mouth
- one-on-one meetings
- group meetings

- public meetings
- public forums
- telephone

Ideally, then, you should try to refine your target audience so that it is small enough to allow personal communication. If this it not possible, then you will have to employ a means of mass communication.

Mass Communication Tools

There is frequently a cost associated with using tools such as letters, brochures, advertising and other forms of mass communication. You will want to ensure that you are spending your money wisely by using the one that will give you the greatest coverage and the greatest potential for feedback.

- e-mail
- letters
- faxes
- promotional material
- instructional material

- news releases
- advertising
- business cards
- websites, social software
- mass media

Protocol Tools
Never miss an opportunity to show someone that they are appreciated. Decision-makers, in particular face, making unpopular choices on a daily basis and are seldom thanked for what they do.

Any of the following should be a regular part of your communication with decision makers.

- Invitations to attend library events,
- Thank you notes after every contact,
- Photographs to commemorate special occasions,
- Special events to honour their contributions.

Building the Relationship

Advocacy is about building a relationship. Advocacy is about respect. Advocacy requires a long term strategy. Start building that relationship now.

Personal Contact:

Arrange regular meetings with your decision-makers: MLAs, Mayors, Council members, school board trustees.

- Keep them informed of library issues that are relevant to them, and ensure that you have some benefits to discuss. (Their agenda.)

- Arrange your meetings at the constituency office: get to know the staff and become a familiar face. (Their turf)

- When bringing a delegation:

  - keep it small; ensuring everyone has a part to play;
  - provide background materials ahead of time;
  - practice what you are going to say;
  - don't overstay your time allotment;
  - leave your card;
  - follow up with a written thank-you;
  - send additional information, if requested.

  When a relationship has been established and when the need arises, telephone calls are appropriate and necessary. Make sure that you have a valid issue to discuss and remember that time is valuable.

Written contact: Letters and emails

Letters and emails are are read and elicit responses. Letters mailed to federal MPs do not require postage. To an elected official each letter or email represents a voter and a potential vote. In addition, each writer is deemed to represent several like-minded constituents.

- Letters may be formal or informal, typewritten or handwritten.

- Letters should be personally composed. Some sophisticated software exists now for members of associations, for example, to customize and send a message to a Member of Parliament on the Internet.

- They should provide reasons for the writer's stance and they should outline reasons for the legislator to lend support.

- Letters should provide specifics—if support for a particular piece of legislation is sought, it should be identified by its number or author, its title or subject.

- Adapt the following tips to the electronic environment.
-

Tips for writing to decision-makers

Elected officials want to hear from their constituents and they want to be perceived as responsive. A well-written letter/email lets them know you care and can provide valuable facts and feedback that helps the decision-maker take a well-reasoned stand.

1. Use the correct form of address.
2. Identify yourself. If you are writing as a member of your library's board of trustees, as a school librarian or a Friend of the library, say so.
3. Say why you are coming forward. Let your elected official know that you are counting on him/her to ensure that all libraries have adequate funding and that libraries are central to democracy because such a decision is also beneficial to him/her.
4. Be specific. If budget cuts have forced your library to reduce hours, slash book budgets or close branches, say so.
5. Focus the issue on the people who rely on the threatened services. Cite real-life stories or examples of how the library makes a difference to people in your community.
6. Use statistics sparingly. A few well-chosen numbers can validate your argument. Too many can overwhelm. Tell a story.
7. Be brief. A one-page letter is both easier to read and more likely to be read.
8. Be sure to include your return address on the letter as well as the envelope.
9. Compound your letter's impact by sending copies to the Premier, other Ministers, other MLAs and city councillors, if you are certain its contents are appropriate. Enclose a note explaining why people are getting copies, and make sure the decision-maker knows to whom you have sent copies.
10. Be strategic in your timing. Know the budget cycles for your local and provincial governments. Send letters to arrive early to maximize their impact.
11. Be **BASIC.**
    - **B**rief
    - **A**ppreciative
    - **S**pecific
    - **I**nformative
    - **C**ourteous

What's effective?

1. Handwritten letters, preferably one page or less. Particularly for thank you notes
2. Letters, emails that clearly state the message, purpose, reasons for the writer's stance and that clearly identify the action requested of the legislator (urge support/defeat, etc.).
3. Summary of attached documentation provided in letter or email.
4. Petitions with authentic signatures.
5. Addressing the down side. If there are negative consequences resulting from legislative support, they need to be explained.
6. A few faxes.
7. Attaching informative "op-ed" columns or letters to the editor.
8. Sending informal notes.
9. Delivering a succinct, clear message.
10. Supplying quotes from satisfied library users.
11. Mentioning names of people the official knows and respects.
12. Honesty.

What's Ineffective?

1. Form letters
2. Form postcards with no personal message.
3. Attaching documents without summarizing them in the letter.
4. Petitions without authentic signatures.
5. Pushing your own point of view too hard.
6. Ignoring or glossing over the downside associated with the issue
7. Sending too many faxes or emails.
8. Open letters to legislators in newspapers (letters rarely get printed).
9. Sending copies of your letter inappropriately
10. Making your first contact with an elected official too late in the legislative process.
11. Long-winded messages.
12. Inaccurately or wrongly stating someone else's position.
13. Inappropriate name-dropping.
14. Dishonesty.
15. Rudeness.

Social Software in Advocacy

The dramatic rise of Facebook, MySpace, Twitter, blogs and wikis, and other forms of social software enable participation of many more people than ever before. However, unless advocates use these wonderful tools strategically, they may simply be spinning their wheels, enabling the converted to talk with one another instead of engaging advocates to deliver an agreed message at an agreed time in a credible manner to decision-makers.

Recent discussions on the future of copyright in Canada have provided a case in point. Professor Michael Geist started a Facebook group, Fair Copyright for Canadians. It drew friends quickly; they signed up in tens of thousands. However, when a group of these committed advocates did not just sign up on Facebook, but actually visited the office of the Minister of Industry to communicate their concerns, the Minister took action, and reviewed

and revised the Bill then before Parliament.   What can we conclude from this and similar experience?

- Facebook and other social software are excellent tools for strengthening awareness of the issues and for engaging agreement on a position. They are fast and inexpensive cheap.
- The strategy must, however, persuade people to take action pursuant to their agreed position. Unless the network of signed-up advocates is dramatically huge, there is no reason to believe that decision-makers will pay heed. Advocates who wish to influence the decision-makers must still visit, phone, write personalized letters, and so on.
- Experienced decision-makers can easily distinguish between genuine grassroots advocacy and "Astroturf" - staged numbers without a genuine and broad-based foundation. The former is credible and effective; the latter is part of the "noise" that surrounds them.   In an environment of extreme contention for attention, advocates need to ensure that they are wise and strategic in their use of social software.

Step 5.   Evaluate

> *5.   Evaluation*
> Decide now how you will measure if you achieved your objective. If you can not figure out a way to measure your success, you should not do it in the first place!

Evaluation serves to identify those activities that were effective and those that were not. It also provides a means of accountability for organizers, and a basis for the tailoring of future advocacy activities. However, measures to determine effectiveness must be established at the beginning of the process in order to ensure that success criteria are known throughout the process. Also, if measures such as counts or surveys are to be taken, plans to put them in place need to be made at the outset. (It doesn't make much sense to say that 50 people at a public hearing was a good turnout unless you had determined ahead of time that 50 was your target number.)

Depending on your objectives, some indicators to consider are:

- Has library funding improved within the projected time frame? What did you expect to get?
- Has there been a measurable increase in demand for the particular services that you have publicized? What did you hope to get?
- What editorial support have you received? What did you want? You can measure column inches in a newspaper.
- Did you get comments or requests after items appeared in the media?
- Did these comments come from your target audiences?
- How did you plan to keep track of these?

A number of methods can be used to evaluate your program. You may want to consider focus groups or short surveys with community members to examine their attitudes toward increased library funding. You may want to collect quantitative measurements such as the number and type of media stories, number of letters to the editors, number of constituents contacting politicians.

Not all evaluation has to be a precise measurement. For example, the measure of the success of a presentation might be in the number and nature of the questions asked, or the body language of the target audience.

Keeping People Motivated
One of the reasons for establishing success measures at the outset is to keep people motivated and enthusiastic. Advocacy results do not happen over night, and when people have a lot of time and effort invested in a cause they need to know that what they are doing is having an impact. Make sure you follow up with thanks to all the people who were involved. Follow your successes with publicity. Share your experience with your local, state, regional and national school library community.

Make sure you follow up your program with thanks to all the people who were involved. Follow your successes with publicity. Share your experience with the library community and share your successes with your own local community.

If some aspect of the program was not successful, analyze the process. What key elements were missing?

Sample Evalution

❑ How successful were you in mobilizing important support groups?

❑ How successful were you at getting your message across to the target audiences?

❑ What supporters will you need next time?

❑ How was your timing—was it on or off?

❑ Did you research the government agenda? (Your agenda is rarely the same as the Government's.)

❑ Did you effectively create a common agenda?

❑ Did you connect public and library interest? (community- based concerns will win out over self-interest.)

❑ Did you check your information for accuracy? (Accurate information builds trust. Credible information and input is critical to success.)

❑ Did you involve appropriate departmental staff? Did you provide solutions? (Solutions are more welcome than problems.)

❑ Did you seize opportunities? (Opportunities open up minds more than complaints.)

❑ Did you do a check on your image and credibility? (You must be perceived as constructive and credible in order to deliver your message.)

This is an ongoing process. The answers to these questions will make the difference for a more successful activity next time.

The Next Step

Exercise: the next step

Objective: to determine what actions will be taken and by whom during the next three months

Individual Assignment: Identify the activities that you think need to occur in the near term (the next three months) and in the next 12–18 months in your situation.

Write down what you are willing to do to see this agenda move forward.

Group Assignment: Each individual will make a commitment to the group to proceed with one component of an advocacy agenda. The group may make suggestions and affirm its support.

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Building a network of library advocates is both easier and harder than you might think. It is easy because library users represent literally millions of potential advocates. It is more difficult because of the need for constant communication and cultivation within the network. This communication is necessary because it keeps library advocates motivated and informed.

To be effective, a library network of advocates must include key leaders from communities, campuses, and schools. These individuals must be convinced to exercise their influence on behalf of libraries. It will be the unified voice of a library advocacy network—trustees, community leaders, voters, and library users—that carries the most weight with elected officials.

Steps to building an advocacy network

1. Develop an action plan using the Advocacy Planning Worksheet. Appoint a coordinator and assign tasks. Remember that a coordinated, unified effort among the individuals of the library board, Friends of the Library group, staff, users, and volunteers is more powerful and likely to succeed than each individual working independently.

2. Be enthusiastic and positive. Let those whom you are seeking to involve know that they can make a difference.

3. Highlight specific needs. For example, if your students need a current encyclopedia, if seniors need large-print books and magazines, or if business people need more directories, make sure that you talk about these needs and identify what the library requires in order to address them.

4. Break advocacy tasks into manageable pieces. Some people have more time to give than others. For those who are busy but want to help, have a list of specific tasks to choose from, such as attending one school board meeting or making one phone call to a city council member.

5. Build a mailing list of names, addresses and telephone numbers of those you know will "rally around" at a moment's notice. Encourage participants to get e-mail so that they can be quickly contacted. Use a telephone "tree" to help with the calling.

Advocacy Network

1. Involve trustees, Friends groups, teachers, faculty, admin-istrators, parents, and students in exercising their contacts on behalf of the library. Schedule meetings with key community/campus/school/organization decision-makers to demonstrate to them the value of the library.

2. Run updates on local, provincial, or national legislative issues in the library's newsletter. Send the newsletter and "advocate alerts" as needed to members of your network.

3. Keep in touch. Write to members of the network to let them know the results of their efforts.

4. Thank and recognize your key contributors and supporters at every opportunity.

Starting A Friends Group

1. Determine the purpose of a group and the need for a group. This should be done with the chief librarian, a board representative and a small core of concerned citizens.

2. Select a steering committee to reflect your community and the needs of the group. It is important to have access to a lawyer, PR, advertising talent, and high profile leaders.

3. Incorporate as a society and apply for Revenue Canada charitable status so that donations will be tax deductible. Also, work on a constitution and by-laws.

4. Define your dues structure and membership categories.

5. Decide on membership brochure, art work and how to reproduce and distribute the brochure.

6. Begin a publicity campaign in the community. Be sure to involve elected officials, trustees, and other interested parties.

7. Decide on a tentative schedule for the first year in order to involve new members on committees as soon as they join the group.

8. If fund raising is important, have a campaign in place and goals established. People like to know how their money is being spent.

9. Set an opening meeting. Plan the program carefully. Have a brief agenda for the first annual meeting.

10. Develop a long-range plan for the Friends Group. Re-evaluate as necessary.

Summary: An effective advocate. . .

1. Knows how to access and use necessary resources, including social networks.

2. Knows how to contact key decision-makers.

3. Communicates effectively with a decision-maker.   Shows respect.

4. Provides appropriate information to a decision-maker. Tells them what they need to hear, not what we want them to know.

5. Knows who can get to the key decision-makers.

6. Understands the educational and government environment. Recognizes that people pay attention to the things that *they* love and value.

7. Says "thank you". . . often

8. Understands the importance of timing.

9. Is not a lone wolf and never cries "wolf. "

10. Knows that people do things for *their* reasons, not ours!

Advertising. Any impersonal form of communication about ideas, goods, or services that has an identified sponsor.

Advocacy is a planned, deliberate, sustained effort to raise awareness of an issue or issues. Advocacy is thus an ongoing process whereby support and understanding are built incrementally.

Attitudes. Feelings that express whether a person likes or dislikes objects in his or her environment.

Communication. Two way communication intended to produce understanding and action.

Consumer. In the exchange process, the person who uses a product.

Exchange. An exchange occurs when two or more individuals or groups or organizations give to each other something of value in order to receive something else of value. Each party to the exchange must want to exchange, must believe that what is received is more valuable than what is given up, and must be able to communicate with the other parties.

Feedback. Information that tells you whether or not your communication has been successful.

Influence. The power exerted over others through position, intellect, force of character or degree of accomplishment, thus producing an effect in indirect ways, without apparent exertion of tangible force.

Jargon. Special vocabulary used by a particular group; can be pretentious and unnecessarily obscure.

Lobbying. Influencing decision makers in the legislative process.

Market. A group of people with unsatisfied wants and needs who are willing to exchange and have the ability to buy.

Marketing. Human activity directed at satisfying wants and needs through an exchange process. It has to do with finding out what people want and need, and then responding to those needs. Marketing is saying "who are you, what do you want, how can I best deliver it to you and at what price?" Marketing techniques can be very effective in designing advocacy programs.

Positioning. A process in which you communicate with your markets to establish a distinct place in their mind.

Product. A combination of functional and psychological features that provides the entire set of benefits that are offered in an exchange, including goods, services, ideas, people, places, and organizations.

Promotion. Any technique that persuasively communicates favorable information about your product to potential buyers, includes advertising, personal selling, and sales promotion.

Publicity. Any message that is communicated through the mass media but is generally not paid for by you.

Public Relations includes the activities by which organizations establish and maintain open, two way communication between themselves and their various publics. It involves telling the library story in a way that the message reaches the target audiences.

Strategic Market Planning. The managerial process of developing and implementing a match between market opportunities and your resources.